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suited Sainclair, but he knew, that she sang frequently at concerts: he had himself heard her in one of these numerous assemblies, and he thought, he had discovered that in spite of her youth, she was asthmatic. He was told that those frequent aspirations, this manner of breathing was the result of art, and adopted to display feeling. Sainclair thought, that expression should be in the accent, the pronunciation, and the sound of the voice: he therefore found much fault with her manner of singing. Besides, in these moments of feeling the singer disfigured her countenance by the most extraordinary gestures: she stretched out her neck, lifted up her arms, and turned her elbows out; Sainclair was so much disgusted with her that he could not bear to hear her spoken of any more.

*To be Continued.*

*Note*...The words *floral Games* in the translation of Sainclair, as inserted in your last month's Magazine, might be much more properly rendered *Flower Games*. The passage contains an allusion, which will probably be obscure to the generality of mere English readers, and which in the explanation may be found to present some information.

In a very early age the South of France gave Laws to Europe in poetry and refinement of manners. The Troubadours of Provence gave the laws of composition to the rest of Europe, and men of literature were esteemed in proportion to their acquaintance with the Provencal language and the writings of the Troubadours. So early as about the year 1100, we find a Troubadour spoken of in the person of a Count of Poitou. A Troubadour by profession was a kind of itinerant poet, who endeavoured to obtain the ear of the great and the favour of the ladies by his poetry, his manliness and refinement in his behaviour. This profession became so reputable, that even Kings aimed at being considered as members of it. One of our Kings, Richard Cœur de Leon stands high on the list. Mrs. Dobson, the celebrated translator of Petrarch, has given an abridged translation of a work by Mr. St. Palaye begun about 1740, and published after his death. In the abridgement is given a number of interesting anecdotes of the various Troubadours, whose lives she sketches. Thoulouse, the chief city of Languedoc,

*For the Belfast Monthly Magazine.*

WE present to our Readers, a letter from Richard Lovel Edgeworth, one of the Commissioners of the Board of Education in Ireland, to his fellow members, on the subject of charter schools. We wish to contribute our parts to bringing the the subject of education more fully before the public, as conceiving that the more the subject is discussed, and in the greater variety of lights it is made to appear, its great importance

had been long remarkable for its encouragement of the literature and wit of the times, and long before the 14th century meetings were held there by literary men. At length about the year 1323, a society was projected, which should meet annually under the title of the merry Society of the Seven Troubadours of Thoulouse. The object of this Society was to propose prizes for the encouragement of poetry; and they published their intention of awarding on every 1st. of May succeeding a violet of gold to the best performance which should be presented; From the prize proposed, the title *Jeux floraux* or Flower games, arose. This institution continued, and prospered; a few years after its commencement the founders drew up a digest of laws for it in the Languedocian, or more probably the Provencal tongue, which are said to be still preserved in the records of Thoulouse. At the same time the magistrates and towns people added an eglantine and marygold of silver to the original prize. The society existed with increasing reputation, and members to the year 1720, when the number of members amounted to 40, and four prizes were annually distributed. The early commencement and long continuance of this Institution are very remarkable; but it is still more remarkable, that no poet of eminence has proceeded from it. Many a *Versiluc* no doubt it has produced; but not one, whose name has reached beyond his own age, or his own country. The fact is valuable, as it would seem to prove, or at least to give good grounds for supposing, that patronage and encouragement will not uniformly produce the fruits of genius, and when we see on the other hand the most sublime works arise from the midst of difficulties with giant-strength, we may be allowed to infer, that difficulties arouse and stimulate the powers of man.

will become more fully manifest, and from a great number of plans some useful gleanings may be selected. The Correspondent who furnished us with the remarks on the reports of the board of education, has contributed some notes on this letter, which we subjoin.

*To the Committee of the Board of Education appointed to Report upon the Charter Schools.*

I congratulate the board upon the flourishing state of the charter schools of Ireland. Beside the satisfaction which we receive from the prospect of having a number of useful subjects added to the community, we must be gratified by having it in our power to evince to the government of the United Kingdom, that the education of children in these schools is efficacious, practical, free from bigotry, and in every respect such as to put it beyond the reach of private defamation and public censure.\*—When our report passes through the hands of government to the public

at large, it will be compared with Mr. Howard's just representation of these schools at a former period;—this comparison will give an irrefragable proof of the gradual and increasing attention which is now paid to the lowest classes of people in Ireland. This improvement is owing to the sagacity and perseverance of the committee of fifteen, who have wisely entrusted part of the superintendence of the charter schools to respectable gentlemen resident in the neighbourhood. By these and by other means pointed out in our report, nearly all the charter schools in Ireland have been brought to a high state of regularity; the few instances to the contrary which have been reported to the board, will of course produce reformation; and their being reported to us is an internal and indubitable evidence, that the reports of Dr. Beaufort and Mr. Corneille, are not merely an echo of the representations of the committee of fifteen or of local committees.

I shall now proceed to suggest to the committee a few hints for farther improvement of the Protestant charter schools; and first, as to the buildings.

\* However consolatory it may be to find the improvement which has taken place, in the management of charter schools, one radical objection remains, that they are on the exclusive plan of training up Protestants of the establishment. Such a plan in the state of Ireland, is worse than inefficacious. It is positively injurious. A system of education better adapted to the circumstances of this country, is developed in the *Tales of Fashionable Life*.—It may be allowed, to adduce the authority of the daughter against the father. She adduces the plan of the benevolent M'Leod, in the following account of his school.

"Religion is the great difficulty in Ireland. We make no difference between Protestants and Catholics; we always have admitted both into our school. The Priest comes on Saturday morning, and the parish Minister on Saturday evening, to hear the children belonging to each church their catechisms, and to instruct them in the tenets of their faith. And as we keep to our word, and never attempt making proselytes, nor directly, nor indirectly, interfere with their religious opinions, the Priests are glad to let us instruct the Catholic children in all other points, which they plainly see must advance their temporal interests."

*Buildings....*In most places infirmaries are wanting; in many, dining rooms and work-shops. To supply these defects, it is necessary that persons conversant with buildings should be consulted; and it appears to me, that a worthy and ingenious member of our board, Mr. Whitelaw, might be enabled to furnish proper plans and estimates for these purposes, if he were supplied from the country with rough drawings of the present buildings, and of the ground on which they stand. Wherever any difficulty occurs, it will be necessary to send an architect, to examine the buildings on the spot. It would be superfluous to add, that wherever I can be of use, my services are at the disposal of the committee.

The gentlemen of the local committees will in all cases superintend, will provide proper overseers, and will inform the committee of fifteen of the local prices of materials and of work.

*Building additions....*In all additions to buildings, after a plan has

been approved of, it is better to employ masons by the day than by the piece; because the junction of the new and old work requires particular care, and this care cannot be expected from workmen engaged by task, and because defects in this part of the business are easily concealed, and cannot be easily rectified.

With respect to infirmaries, it may be observed, that the mode of ventilation should be attended to with care, avoiding the extremes of closeness and heat, on the one hand, and of cold and thorough drafts of wind, on the other.

Proper supplies of water should also be provided, not by ordinary wooden pumps, but by strong iron pumps, that should not require frequent repairs.

*Diet†*....The present dietary has

† *Dietary for the charter schools.*

**RULE 1.**

*Sunday*—Breakfast; one-third of a pound of thorough wheaten bread, from which nothing but the coarse bran has been taken, or six ounces of oatmeal made into stirabout, and one pint of new milk.

Dinner; half a pound of meat (viz. good beef or mutton) weighed raw, exclusive of bone, and two pounds of potatoes.

Supper; four ounces of thorough wheaten bread, from which nothing but the coarse bran has been taken, and one pint of new milk.

*Monday*—Breakfast; six ounces of oatmeal made into stirabout, and one pint of buttermilk.

Dinner; one pint of broth made of the water in which the beef was boiled the preceding day, with the addition of all the bones, which are to be kept boiling from the hour of dinner on Sunday till the hour of dinner on Monday, with an ounce of meal for each mess, with leeks and turnips, carrots, and cabbages, and one-third of a pound of bread.

Supper; one pound and a half of potatoes, and one pint of buttermilk.

*Tuesday*—Breakfast; same as Monday.

Dinner; one-third of a pound of thorough wheaten bread, or six ounces of oatmeal made into stirabout, and one pint of new milk.

Supper; same as Monday.

*Wednesday*—Breakfast; same as Monday.

been proved to be excellent, by the best of all possible tests, the health and strength of the children. It has

Dinner; same as Tuesday.

Supper; same as Sunday.

*Thursday*—Breakfast same as Monday.

Dinner; same as Sunday.

Supper; same as Monday.

*Friday*—Breakfast; same as Monday.

Dinner; same as Monday.

Supper; same as Monday.

*Saturday*—Breakfast; same as Monday.

Dinner; same as Tuesday.

Supper; same as Monday.

Observations.—No buttermilk shall be given to the children that has been more than forty-eight hours churned. Four ounces of rice, weighed when raw, may be substituted instead of six ounces of oatmeal. No separation to be made of foremilk and strippings, but the master is permitted to mix one pint of water with every quart of new milk, but must be prepared to verify by affidavit to be sent up with each quarterly account, if required, that he has not, during any part of said quarter, infused a greater proportion of water, nor separated the foremilk from the strippings. No potatoes, except apple potatoes, are to be given to the children, from 25th March till 24th of June. No potatoes, are to be used from 24th June till 29th September, but one-third of a pound of wheaten bread, as before-mentioned, is during all that time, to be substituted in lieu of potatoes at each meal at which potatoes are to be used during other parts of the year. If the local committee of any school or nursery shall, during any time between 1st of November and 1st of May, judge it expedient, on account of scarcity of milk, to permit beer to be used at dinner, the master or mistress of such school or nursery, may substitute at dinner instead of milk, a like quantity of wholesome beer, during each of these months; provided, however, that a permission in writing signed by three or more of the local committee and also by the catechist, shall, during all the time for which such permission is granted, continue fixed on the wall of the room in which the children dine. It is insisted upon by the society, that every child's mess shall be served up to table on a separate trencher, or in a separate porringer, according to the kind of food. The society allow table-cloths, also knives and forks, to be used on meat days. The masters and mistresses are strictly enjoined to have a printed copy of this dietary constantly

been said that they uniformly prefer potatoes to wheaten bread; perhaps quantity in this case compensates for quality. With respect to stirabout, there is reason to believe, that food which passes down the throat without mastication, is neither so agreeable nor so wholesome as that which undergoes sufficient mastication: it has also been said, that the stirabout has been laid a side in many places, because it promotes cutaneous diseases; for this however there does not appear to be sufficient foundation; for our report states that oaten bread is used in some of these schools, and at the same time it is stated, that even in these but few boys were infected with any cutaneous disease. It might however become a useful subject of experiments and inquiry, which it is in the power of the board to prosecute with very little trouble, and with great and permanent advantage to the public.

*Religious Instruction.*—This in almost every school fully answers and sometimes surpasses expectation; the catechists most laudably attend their duty, and their labours are successful. The tract called, "*The Protestant Catechism*" had been omitted in many places, it is now entirely discarded. After all that has been said by others, I shall in as few words as possible express my own sentiments; it is my duty to do so, or I should decline the subject altogether. The highest authority that public station and private character can create, has sanctioned the opinion, "That whatever a good parent of the higher ranks should do for the religious instruction of his own children, should be done for the poor." This benevolent and pastoral sentiment I am reluctantly obliged to question: children of opulent parents have their minds cultivated by various knowledge; they have abundant sources

posted up in the room where the children dine.

*Hours of Meals.*—From the 25th of March to the 29th of September: hour of breakfast, half-past eight, of dinner one, of supper seven. From the 29th of September to the 25th of March: hour of breakfast half past nine, of dinner two, of supper seven.

N.B. On Sundays throughout the whole year, the hour of dinner shall be half past two, and of supper half past seven.

of instruction from books and conversation; they are thus taught to discriminate, and even at an early age to reason. At a charter school the children are with great propriety kept separate from society, and no books get into their hands, but such as their masters chuse to give them; they should therefore be taught dogmatically.\* The doctrines of our church should most certainly be early impressed on their memories, and they should be made acquainted with the nature and tendency of those errors against which we protest; but I would by no means prepare them to be disputants, were they capable of entering the lists; I should fear that they might burst from the hive a swarm of Sectaries.

The absurdities of Popery are so glaring, "that to be hated, they need but to be seen." But for the peace and prosperity of this country, the misguided Papist should not be rendered odious, he should rather be pointed out as an object of compassion; his ignorance should not be imputed to him as a crime; nor should it be presupposed that those whose tenets are erroneous, cannot have their lives in the right. "Thank God! that I am a Protestant," should be a mental thanksgiving, not a public taunt.†

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\* Here again we have the exclusive system of manufacturing Protestants.—There is infection in sitting at the council board, with those influenced by a predominating idea. The firmness of a lay man, can scarcely resist the influence of churchmen. What is taught dogmatically, can only be received parrotically.—The understanding is uninfluenced. Instil into the minds of children, the principles of morality common to all sects, and of which all men are compelled to acknowledge the truth, and leave the peculiar distinctions of sects to be assumed afterwards according to their judgments, as they grow up. Let the foundation of morality be laid in schools; let useful instruction in necessary learning be given; let no attempt be made to interfere with religious opinions or religious prejudices. No useful plan of education can be adopted in Ireland, on any other principle.

† It is ungenerous to triumph over a fallen opponent. The Catholic in Ireland is depressed. Secure him by the claims of kindness, and until he is restored to

*General Instruction....* Writing, reading, and arithmetic, are the standing objects of attention. Of these, writing, except in one or two instances, is well taught; reading not quite so well, and arithmetic less generally and perhaps less successfully than might be expected; yet of all the common acquirements of which the young mind is capable, arithmetic is the most useful; its rules are logical, their foundation is laid in immutable truth, their developement excites and gratifies early curiosity, and it is impossible to have learned the higher rules of arithmetic under a good master, without having the general powers of the mind improved; and what end can be proposed more advantageous to society in the education of the poor, than to give them good sense, and reasoning minds? to make the poor good and wise, and tractable, give them sufficient powers of discernment, and they will discern their real interests amidst the sophistry of those who endeavour to mislead them.

*Books....* To form the judgment and influence the feelings of the children, beside the instruction of their masters, proper books must be employed. I have been told, that in some schools the Greek and Roman histories are forbidden; such abridgements of these histories as I have seen, are certainly improper; to inculcate democracy and a foolish hankering after undefined liberty, is not necessary in Ireland. But there are many other books which may be advantageously permitted; I shall presume to mention the following: "Barbauld's" beautiful "Hymns," "Moral Annals," and "Butler's Arithmetic," which is full of solid useful facts, adapted to every pursuit of their future lives: also "Butler's Geography," with any other compendium of Geography that mentions the products of different countries.

It is often said in England, that an Irishman does not know his right hand from his left; let our poor children be taught the cardinal points of the compass, let them learn to know the pole star, and three or four of the constellations, the causes of day and night, and the annual motion of the earth; even Caliban is proud of these acquirements. The principles of draining abridged, and similar parts of agricultural knowledge, applicable to the situation of the lower classes of the people, may be advantageously taught.\*

The children should see specimens of the common poisonous plants and minerals, and antidotes should be pointed out to them.

For their amusement, stories inculcating piety and morality, and industry, should be admitted. But every thing that leads to restlessness and adventure should be carefully avoided. The attention should be turned as much as possible to sober realities; for instance, the habit of estimating measurement should be early taught, it enlarges and occupies the mind, and is of daily use in every situation of life. A competent portion of what is here mentioned might be taught by masters visiting these schools from time to time, without much trouble or expense.

*Employment....* To find proper employment for children is a desideratum not yet attained, but it may be approached. It is always in the power of the master to encourage gardening, it is profitable to him and healthful to his pupils; nurseries of trees are still better sources of employment and of profit than common gardening. Boys take an interest in what at the same time occupies their

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\* The remarks inculcated by the writer on the subject of arithmetic, the compass, and draining, are truly excellent, and well deserving the attention of all engaged in education. It has long been a reproach in the system of education for all ranks, that more attention is paid to teaching words than things. The remarks on gardening are very appropriate. The Irish cottager might derive many important advantages and comforts from acquiring a taste for cultivating a little garden adjoining his cabin.

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minds, and employs their limbs; this interest will grow up with them, and may, by degrees supplant that hatred for trees, which it is said subsists in Ireland.

Knitting and spinning are totally unfit and unprofitable for boys, weaving is a healthful exercise if not followed with too much assiduity; the flax mills now establishing in Ireland will soon supply materials every where. Is it to be supposed that the legislature will refuse to supply looms?

The boys should not work more than three hours a day. Looms for cotton and woollen goods should of course be employed in some places, instead of those for weaving narrow sacking and coarse cloth.

Stocking weaving instead of knitting should be introduced; netting and weaving sash-cord, curtain line, and fringe for furniture, might be tried. Basket-making is a good employment; shoe-making is already taught, and it may be more generally introduced, for shoes are every day becoming more common in Ireland. The hours for play are not sufficient; ball-playing, gough, and cricket, and all many sports, should be encouraged: "*Mens sana, in corpore sano*" is the description of a useful citizen. A book should be kept, stating privately the genius, merits, faults and progress of every-boy in every school: from each a certain number should be selected every year. And different schools should be established, either upon the present, or upon a new foundation, to breed boys to different occupations; servants, shoemakers, cabinet-makers, clerks, merchants, surveyors, schoolmasters, parish clerks and choristers, and soldiers, who must soon from their acquirements become serjeants, and might then by their education be brought forward in society. It was thus that the Jesuits made their pupils superior to those in any other seminary on the Continent. "*Fas est et ab hoste doceri*."

In all cases the work-boy and his master should have part of the profit of their industry; and surely the master should be encouraged to look forward, as he grows old, to a permanent establishment for life.

*Consolidation of Schools....* Upon the whole, the greatest improvement that could be made in these schools, would be to reduce their number, four schools containing from six to seven hundred, according to local circumstances, would answer all the ends proposed by the present diffused establishments. The superintendence of these schools would be easy and effectual.

That discipline by which armies are governed, which cannot take place in the management of a few boys, might be introduced amongst numbers; the division into small bodies, with the system of gradual subordination, and promotion from merit, would induce habits of submission and emulation, which would be carried from the school into every situation where the boys might afterwards be placed.

It would be practicable to send a master in relation to these schools for a fortnight twice a year, to teach various useful parts of knowledge, some of which are before-mentioned. From the impression made by incidental instruction, the bent of each boy's disposition might be learned, and his proper destination might be ascertained. A useful and cheap apparatus might be had for this purpose, and a proper master be found, who should not aim at teaching more than what is obviously useful. Were this effected, Protestant apprentices would soon be in such high request, as to make it an object of competition amongst the parents of the poor to have their children admitted into charter schools, and then by degrees the foolish prejudice against this mode of education would be eradicated, a circumstance which might in itself be of very high advantage to Ireland.

(Signed) RICHARD L. EDGEWORTH.  
November, 8, 1808.

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To the Editor of the Belfast Magazine.

SIR,  
HAVING seen a paper signed J. R. in your Magazine for June last, and observations thereon by Mechanicus, in that for September, and lastly, Strictures on Mechanicus, in